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ASSIGNMENT BOOKLET 5B

Grade One Thematic
Module 5B: Days 10 to 18

Home Instructor's Comments and Questions

Home Instructor's Signature

FOR HOME INSTRUCTOR USE

(if label is missing or incorrect)

Student File Number:

Date Submitted:

Apply Module Label Here

Name

Address

Postal Code

*Please verify that preprinted label is for
correct course and module.*

FOR SCHOOL USE ONLY

Assigned Teacher:

Date Assignment Received:

Grading:

Additional Information:

Teacher's Comments

Teacher's Signature

INSTRUCTIONS FOR SENDING IN THIS DISTANCE LEARNING ASSIGNMENT BOOKLET

When you register for distance learning courses, you are expected to send in Assignment Booklets for corrections regularly. Try to send each Assignment Booklet as soon as you have completed it. Before sending your Assignment Booklet, please check the following:

- Are all the assignments completed? If not, explain why.
- Has your work been reread to be sure the spelling and details are correct?
- Is the record form filled out and the correct module label attached?

MAILING

1. Postage Regulations

Do **not** enclose letters with Assignment Booklets.

Send all letters in a separate envelope.

2. Postage Rates

Take your Assignment Booklet to the post office and have it weighed. Attach enough postage and seal the envelope. Assignment Booklets will travel faster if correct postage is used and if they are in large envelopes that are no more than two centimetres thick.

FAXING

1. Assignment Booklets may be faxed. Contact your teacher for the fax number.
2. All faxing costs are the responsibility of the sender.

E-MAILING

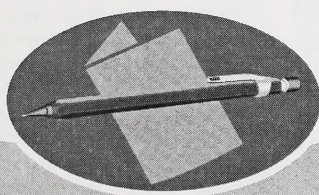
Assignment Booklets may be e-mailed. Contact your teacher for the e-mail address.

Grade One Thematic

Module 5

Families, Yours and Mine

ASSIGNMENT BOOKLET 5B



This product is the result of a joint venture with the following contributors:



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Grade One Thematic
Module 5B: Families, Yours and Mine
Assignment Booklet 5B
Learning Technologies Branch
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This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Learning, <http://www.learning.gov.ab.ca>
- Learning Technologies Branch, <http://www.learning.gov.ab.ca/lfb>
- Learning Resources Centre, <http://www.lrc.learning.gov.ab.ca>

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Grade One Thematic Assignment Booklet 5B

Learning Tasks

Nine thematic modules and the accompanying Assignment Booklets have been designed to involve your student in learning tasks that are personally relevant, open-ended, and challenging.

Reporting Student Progress

A range of assessment tools (for example, activity samples, journal entries, audiocassettes, self-evaluation, and learning logs) will help you gather information on your student's ability to understand and apply curriculum skills and concepts. Through written comments and conversations, the teacher will provide an evaluation of your student as a developing learner. In addition, a subject letter grade will relate your student's performance to curriculum standards.

Have the student work carefully. If your student is having difficulty, reread the appropriate teaching information and then have the child review the activity.

Directions for Home Instructor and Student

Directions in this Assignment Booklet are generally written for you to read with the student. For certain assignments, home instructor directions are also required. Text for **you** is in one type style. Text for **you and the student** is in a different type style and is indented. See the example that follows.

Text for you and the student
will appear like this.

Text for you
will appear like this.

Grade One Thematic

Assignment Booklet 1A

Day 6: Choice 1

Printing Tt

Trace over the first dotted T or t in each line. Then complete the lines that follow.

Instruct your student to use the arrows and numbers as guidelines for direction and sequence.

upstairs
main floor
basement

2→


↓

upstairs
main floor
basement

2→

↓

16



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Day 10

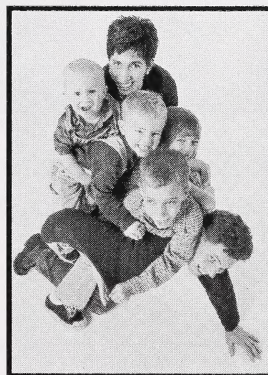
Families

Remove this page and the following page from your Assignment Booklet. Cut on the dotted lines. Assemble the pages in order. Staple the booklet together. Write your name on the cover page.

Families

Name _____

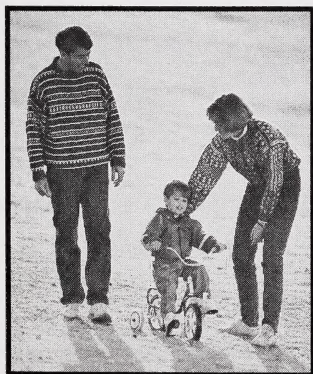
1



RUBBERBALL PRODUCTIONS/GETTY IMAGES

Some families are big.

2



PHOTODISC COLLECTION/GETTY IMAGES

Some families are small.

3



PHOTODISC COLLECTION/GETTY IMAGES

Some families have no children

4

Day 10

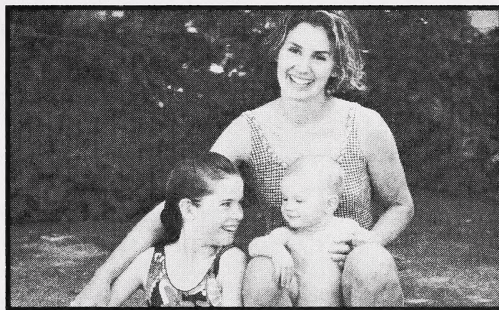
Families (continued)



PHOTODISC COLLECTION/GETTY IMAGES

Some families have adopted or foster children.

5



PHOTODISC COLLECTION/GETTY IMAGES

Sometimes children have two parents, and sometimes they have one parent.

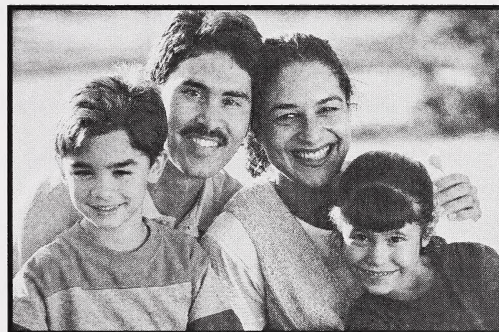
6



PHOTODISC COLLECTION/GETTY IMAGES

Sometimes children have stepparents.

7



PHOTODISC COLLECTION/GETTY IMAGES

Families are different. What is your family like?

8

Day 11

Learning Log

Home Instructor's Comments

What have you observed about your student's speech development? Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • enjoys using new words to express ideas |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can get to the point when sharing experiences and ideas |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is able to modulate voice from loud to soft when appropriate |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • asks for clarification when words are not understood |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • enjoys discussion |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can express opinions and feelings by talking |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • enjoys telling about projects and activities during Sharing Time |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • enjoys participating in role-play activities |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is willing to take turns in discussions |

Add any comments or questions for the teacher.

Student's Thoughts

What do you like to talk about?

Day 12

Printing

Follow the broken lines to print each word. Then print each word two more times. Work on your printing goal today.

Day 12

Learning Log

Home Instructor's Comments

What have you observed about your student's development in printing? Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is willing to do printing assignments |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is able to form most letters correctly |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can print neatly using lines |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can print neatly without lines |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is beginning to reduce the size of the letters when using unlined paper |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • remembers to leave spaces between words |

Add any comments about your student's printing skills or the day's work.

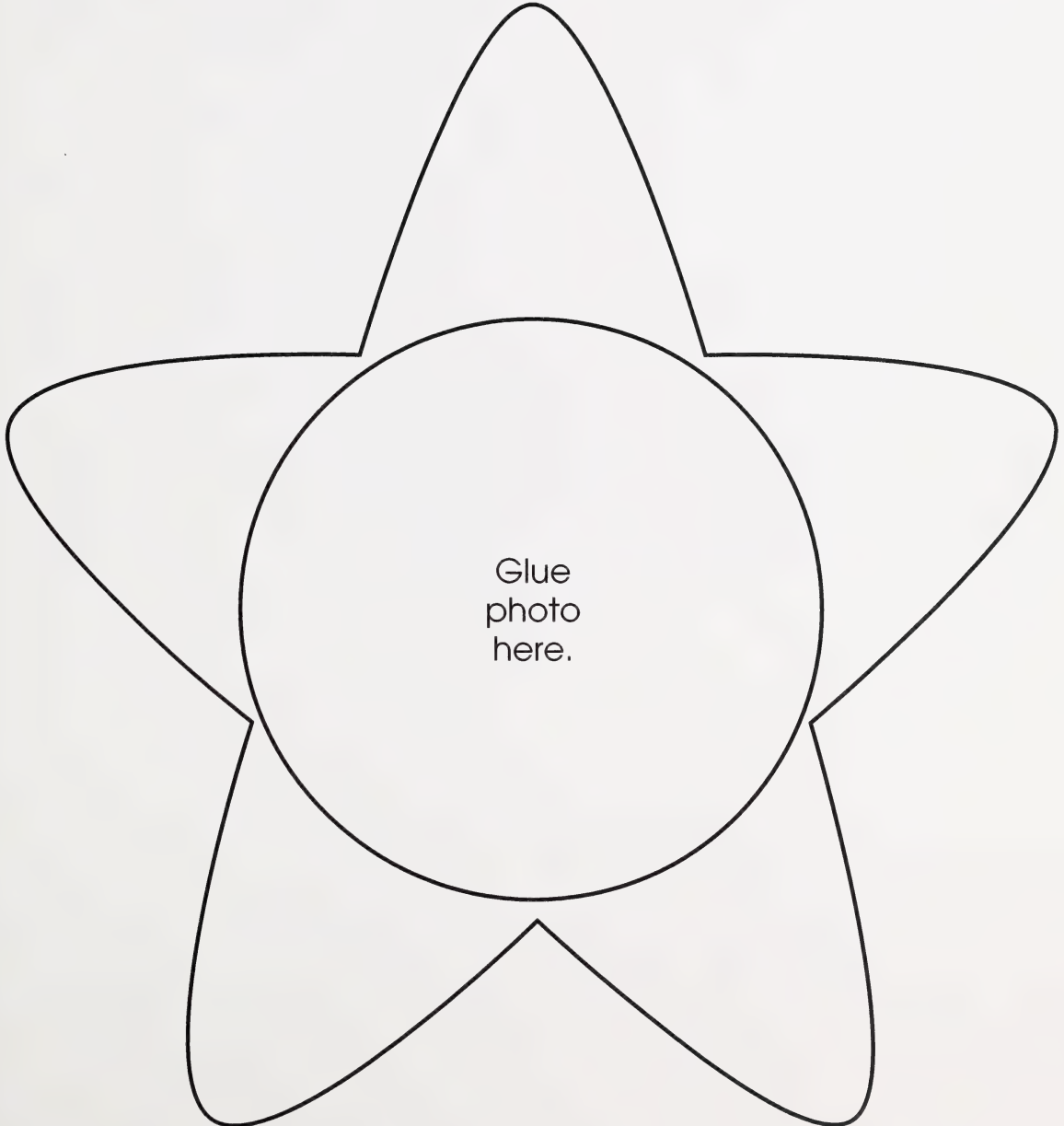
Student's Thoughts

My printing goal is . . .

Day 13

Superstar

Remove this page from your Assignment Booklet. Then follow the directions in your module booklet for Project Choice 1.



Day 13

Time Capsule

Complete the lines that follow. Then remove this page from your Assignment Booklet and put it in your time capsule.

My favourite book is _____

My favourite movie is _____

My best friend is _____

My favourite song is _____

My favourite sport is _____

In my free time, I like to _____

My favourite television show is _____

Four words that describe me are

Day 13

Learning Log

Home Instructor's Comments

What have you observed about your student's developing independence in reading?
Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can read the selection "I Have It" without help |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • uses phonics skills to figure out new words |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • uses context or meaning to figure out new words |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is beginning to self-correct when reading does not make sense |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • uses picture clues to help figure out unfamiliar words |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can recall the main points of a story after reading it independently |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • shows increasing fluency on the second reading of a story |

How many words does your student recognize from the Word Bank? _____

What strategy does the student use most often to help figure out an unfamiliar word?

Add other comments about your student's developing independence in reading.

Student's Thoughts

What do you think about learning to read?

Day 14

Music Skills

Listen to each of the following music selections and record the student's answers to the follow-up questions.

On the audiocassette *10 Carrot Diamond*, listen to the beginning section of "Four Hugs a Day" where Charlotte Diamond is speaking. Then ask the student the following question:

Is Charlotte Diamond singing or speaking in this part of the tape?

Fast-forward the audiocassette to the middle of the song "Four Hugs a Day." Listen for a minute or so. Then ask the following questions:

Is Charlotte Diamond singing or speaking in this part of the tape?

When Charlotte Diamond is singing "Four Hugs a Day," what feeling is she telling about? _____

How does listening to this song make you feel? _____

Why? _____

Place *The Orchestra* audiocassette in your tape player. Fast-forward it to the middle of the "String Family" selection. Be sure it is music only, with no commentary. Listen for a minute or so. Then ask these questions:

Did you hear music played on instruments from the string family, the percussion family, or the brass family?

Day 14 Music Skills (continued)

How did this music make you feel? _____

Why? _____

Fast-forward to the “Percussion Family” section. Listen for a minute or so. Ask the student the following questions:

Did you hear music played on instruments from the string family, the percussion family, or the brass family?

How did this music make you feel? _____

Why? _____

Rewind to the “Woodwind Family” section. Listen for a minute or so and ask the following questions:

Did you hear music played on instruments from the string family, the percussion family, or the woodwind family?

What did you feel when you listened to this music?

Why do you think you felt that way?

Day 14

Learning Log

Home Instructor's Comments

What have you observed about your student's developing knowledge, skills, and attitudes in music? Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • enjoys listening to the music selections |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • likes to sing songs |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • recognizes the difference between speaking and singing voices |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can identify the sounds of each of the four orchestra families |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can distinguish changes in music, such as loud and soft or high and low |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is developing personal musical favourites |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • enjoys moving to music |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can associate a "feeling" with a piece of music |

Add any additional information about your student's development in music.

Student's Thoughts

What type of music do you enjoy the most?

Day 14 Feelings Wheel (optional)

Remove this page and the next page from your Assignment Booklet. Cut out the wheel patterns and glue them to construction paper or light cardboard.

Trim the backing to match the wheels. Then follow the directions on the next page.

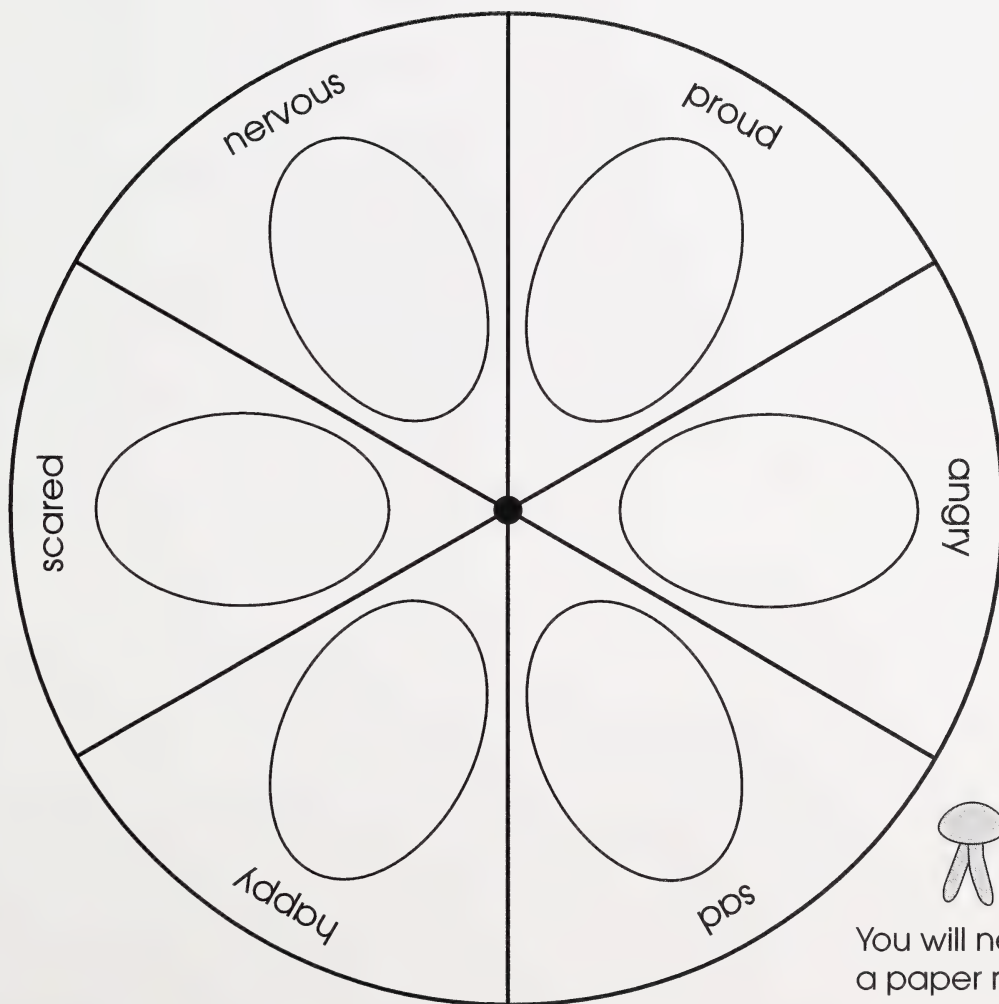


Day 14

Feelings Wheel

(continued)

First, follow the directions on the page before this one. Then draw a suitable face in each of the small circles. Attach the wheel from the previous page to the top of this wheel with a paper rivet in the centre. Turn the wheels so the feeling pictures show through the open slot.

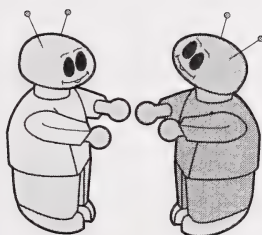


Day 15 Problem-Solving Chart

Cut out this chart and post it where your family can see it.

**When I have a problem, I'm sad as can be.
But I can solve it—one, two, three.**

- 1. State the problem.**
- 2. Think of some solutions.**
- 3. Choose the best solution.**



Day 15 Problem-Solving Map

State the problem.

Solution 1

Solution 2

Solution 3

The Best Solution

Day 15

Learning Log

Home Instructor's Comments

What have you observed about your student's personal development? Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • expresses feelings and opinions |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • identifies different types of emotions |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is aware that others have feelings |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • tries to solve problems or conflicts independently |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • shows appreciation for other people's contributions and help |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • sets personal goals |

Add any additional comments or questions about the student's role-playing and problem-solving skills.

Student's Thoughts

A time I solved a problem by myself was

Day 15

Role-Play Cards

Your little sister and you both want to read the same book for Silent Reading.	Your brother is playing a noisy game while you are trying to do your school work. You find it hard to concentrate.
You made a very nice block village, but your cousin came over and knocked it down.	Your aunt has given you pizza for lunch, but you hate pizza.
You want to watch your favourite show on television, but your dad wants to watch hockey.	You and your sister were walking down the road and you found a dollar. You both want it all.
You are going on a picnic with friends and have forgotten your lunch at home.	Your cousin called you a name. You started shouting back at your cousin.
Your grandpa and grandma want you to come and stay overnight at their house, but you don't really want to.	Your mom took you to the grocery store. You wanted some candy, but your mom said no. Now you are angry.

Day 16**Tooth Diary**

Cut out this tooth pattern.

Trace two copies of this pattern on
construction paper.

Trace ten copies on lined paper.

Cut out all the tooth
shapes that you trace.

Day 16**Spelling Post-Test**

Spell each word as it is read to you.

Day 16

Safety Checklist

General

- ☐ Do you have a first-aid kit or a selection of first-aid items?
- ☐ Are emergency numbers posted near the phone?
- ☐ Are unused electrical outlets covered?
- ☐ Are there adequate smoke alarms?
- ☐ Do all children recognize the warning signs for poison, corrosive, and explosive materials?

Kitchen

- ☐ Are knives and breakable glass placed out of young children's reach?
- ☐ Are stools and chairs away from counters and stoves?
- ☐ Are the handles of pots and pans turned toward the back of the stove while they are used for cooking?
- ☐ Does everyone know how to use pot holders or oven mitts when handling hot items?
- ☐ Are kitchen cleaning chemicals kept out of the reach of children?
- ☐ Is there a fire extinguisher available?
- ☐ Are rules concerning use of the stove, oven, toaster, and microwave clear to all family members?
- ☐ Are matches stored in a safe place?

Living Room or Family Room

- ☐ Is there a barrier or fire screen on the fireplace or wood stove?
- ☐ Is heavy furniture, like the bookcase, secured in case a child climbs on it?
- ☐ Are breakable decorative items out of the reach of small children?
- ☐ Are house plants out of reach?

Bathroom

- ☐ Is the temperature on the water heater turned down to prevent burns?
- ☐ Are children always supervised while in the bathtub?
- ☐ Is there a non-skid surface or bath mat in the tub?
- ☐ Are electrical appliances away from the bathtub or sink?
- ☐ Are bathroom cleaning products kept out of children's reach?
- ☐ Are medications stored out of reach or kept in a locked cabinet?
- ☐ Are razors and other sharp objects locked up or placed out of reach?

Bedrooms

- ☐ Are beds and cribs placed away from windows?
- ☐ Are cords from blinds and curtains out of children's reach?
- ☐ Do cribs and young children's beds meet safety standards?
- ☐ Are upper bunks reserved for older children?
- ☐ Does the upper bunk have a guard rail?
- ☐ Are windows secured so that a child cannot climb through and fall?
- ☐ Are the toys suitable for the child's age group?
- ☐ Are toys checked for sharp parts and removed when damaged?
- ☐ Do the children understand the dangers of jumping on the bed?

Day 16

Safety Graph

Draw shapes on the graph below to show how many markers you taped onto your object graph.

Safe	Unsafe

On my safety walk, I saw _____ safe things
and _____ unsafe things.

Day 16

Safety Chart

Draw or print one safe situation that you saw in each room during your safety walk.

Kitchen	Living Room
Bathroom	Bedroom

Day 17 Word Recognition Test

Use the cards from the student's New Word Box and personal word bank to test immediate recognition of these words. Check (✓) each word that the student can read by sight.

☐ first☐ him☐ her☐ my☐ its☐ has☐ more☐ into☐ over☐ would☐ could☐ other☐ another☐ why☐ which☐ get☐ well☐ went☐ just☐ must

If your student chose theme or special-interest words, write them here and check the ones that are recognized by sight.

☐ _____☐ _____☐ _____☐ _____☐ _____☐ _____☐ _____☐ _____☐ _____

Day 18

Printing

Follow the broken lines to print each word. Then print each word two more times.

Day 18

Printing (continued)

On the lines below, write about your progress toward your goal.

My goal in Printing was

Complete the "I" statement to tell whether you reached your goal or you are still working on your goal.

I _____

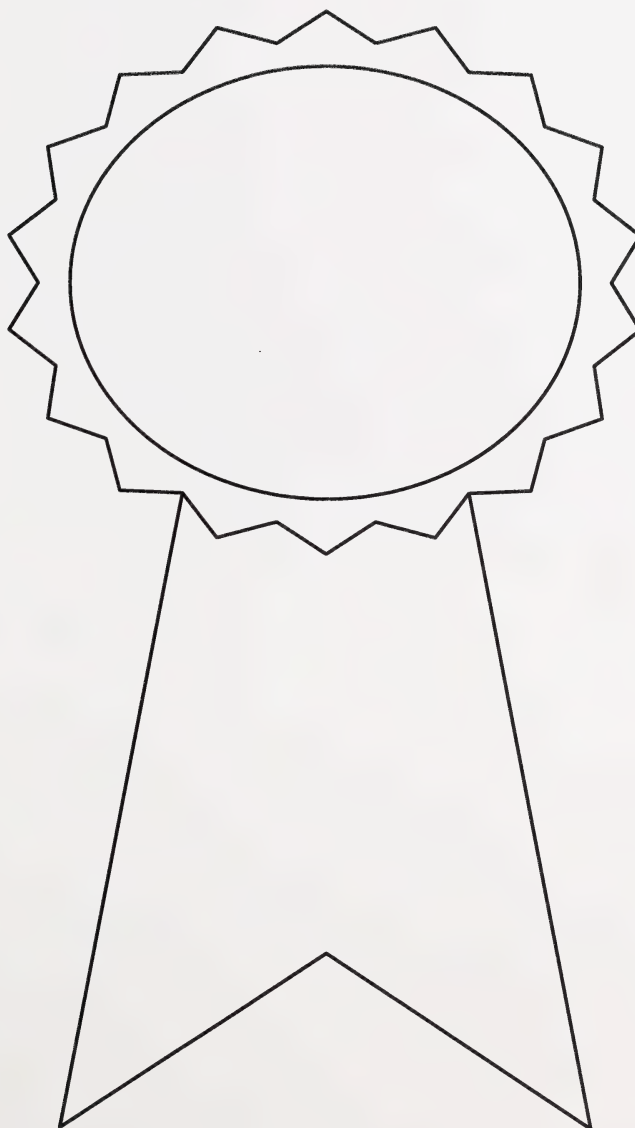
Complete the sentence to tell what printing skills you could improve.

I need to work on

Day 18

Award Pattern

Cut out this award pattern. Trace the pattern onto construction paper. Cut one for each family member. You could use one colour for the top and another colour for the bottom. Then follow the directions in your module booklet.



Day 18

Learning Log

Home Instructor's Comments

What have you observed about your student's developing knowledge, skills, and attitudes in Social Studies? Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is willing to express ideas and feelings about families |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • shows acceptance of various family structures |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can communicate ideas about families through drawings |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can communicate ideas about families by printing a sentence or using pattern sentences |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • recognizes and shows satisfaction in being a responsible family member |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • shows appreciation for other family members |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • understands and can name some changes that happen in families |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • understands that responsibilities may change with changes in family circumstances |

Add comments on the student's understanding of family changes or other family topics.

Student's Thoughts

This is what I have learned about families:

**Grade One Thematic
Assignment Booklet 5B
Module 5B: Families, Yours and Mine
Student Folder Items**

Indicate with a check mark (✓) that your student has completed the items listed below. Then submit each item along with this checklist to the student's teacher for marking at the time the teacher has requested it.

Days 10–18

- ☐ Thematic Assignment Booklet 5B (Make sure all assignments and Learning Logs are complete.)

Day 10

- ☐ *Level A: Modern Curriculum Press Phonics*, pages 221 and 222
- ☐ Writer's Workshop activity (accordion book) and Different Kinds of Families web
- ☐ Project Time artwork

Day 11

- ☐ *Level A: Modern Curriculum Press Phonics*, pages 223 and 224
- ☐ Journal Writing activity (family change)

Day 12

- ☐ *Level A: Modern Curriculum Press Phonics*, pages 225 and 226
- ☐ Writer's Workshop activity (flip-up page)

Day 13

- ☐ *Level A: Modern Curriculum Press Phonics*, pages 227 and 228
- ☐ Journal Writing activity (importance to family)
- ☐ Very Important Person card (optional)

Day 14

- ☐ *Level A: Modern Curriculum Press Phonics*, pages 229 and 230
- ☐ Writer's Workshop activity (My Feelings booklet)
- ☐ Feelings Wheel or Feelings Puppets (optional)

Day 15☐

Level A: Modern Curriculum Press Phonics, pages 231 and 232

☐

cartoon (optional)

Day 16☐

Level A: Modern Curriculum Press Phonics, page 233

☐

Project Time graph or chart

Day 17☐

Level A: Modern Curriculum Press Phonics, pages 237 and 238

☐

Venn diagram

Day 18☐

Level A: Modern Curriculum Press Phonics, pages 241 and 242

THE HISTORY OF THE

REPUBLIC OF THE UNITED STATES OF AMERICA
FROM 1776 TO 1876
BY
JAMES M. SMITH

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